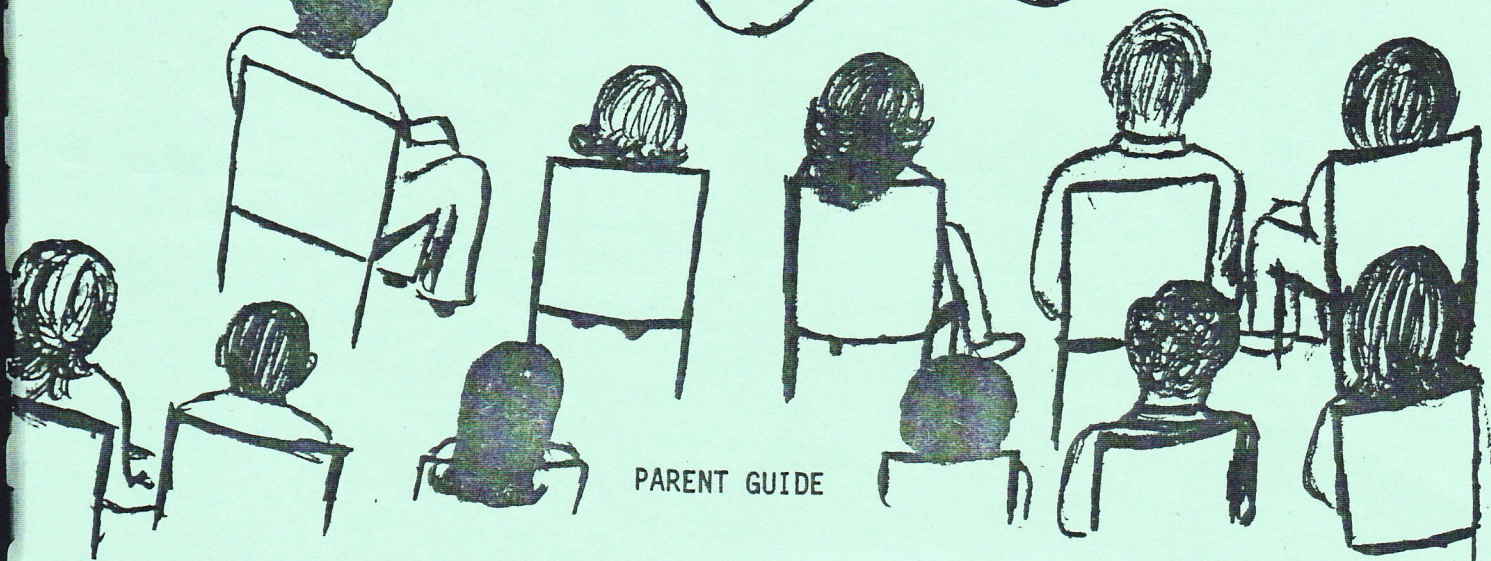
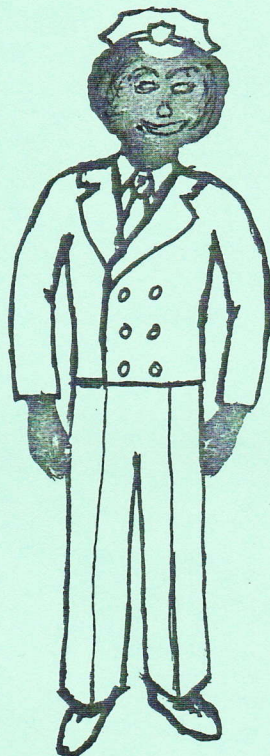
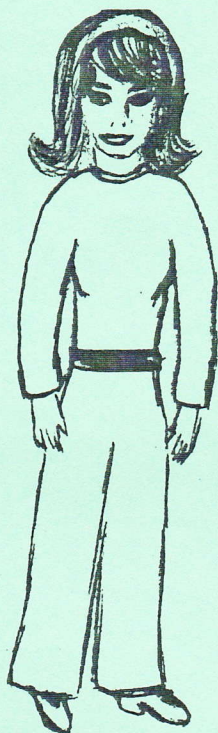


# SAFETY TOWN

(An early childhood safety education program)



PARENT GUIDE

You can print or verbally use any or all information.  
(Any reference to - National Safety Town Center - would be appreciated.)

First printing 1 manual 1965 - Second update 6 manuals 1973 -  
Third update 8 manual 1987

The  
NATIONAL SAFETY TOWN CENTER

has been established

to promote the SAFETY TOWN program and to provide personal assistance, guidance, information and materials to persons interested in organizing a SAFETY TOWN program for their community as well as assisting SAFETY TOWN programs and personnel already in existence.

The CENTER will serve as a coordinating and resource center and will work with all organizations businesses, industries and individuals who are interested in this extremely worthwhile endeavor. Only by working together can we be successful in informing people of the importance and value of safety and thus prevent needless grief, sorrow and pain to our fellow man.

Whether you are a school official, organization member, business person, policeman, fireman, teacher, parent or teenager, we want you to become involved and be a part of the CENTER. Please inform us as to what information you need and how we can best serve you. Your suggestions will always be most welcomed. By maintaining a two-way street of communication, we will be able to serve you effectively and efficiently.

NATIONAL SAFETY TOWN CENTER  
Terminal Tower / 30th Floor  
Public Square  
Cleveland, Ohio 44113

216-861-7081

These are random pages, on various topics, reduced from the manual. After reading, you must adapt your ideas, terminology and presentation style that is comfortable for you. These are suggestions and guidelines. All 8 manuals are briefly explained on NSTC website under materials/books.



## CHILDREN LEARN WHAT THEY LIVE

- IF A CHILD LIVES WITH CRITICISM.  
HE LEARNS TO CONDEMN.
- IF A CHILD LIVES WITH HOSTILITY.  
HE LEARNS TO FIGHT.
- IF A CHILD LIVES WITH RIDICULE.  
HE LEARNS TO BE SHY.
- IF A CHILD LIVES WITH SHAME,  
HE LEARNS TO FEEL GUILTY.
- IF A CHILD LIVES WITH TOLERANCE.  
HE LEARNS TO BE PATIENT.
- IF A CHILD LIVES WITH ENCOURAGEMENT.  
HE LEARNS CONFIDENCE.
- IF A CHILD LIVES WITH PRAISE,  
HE LEARNS TO APPRECIATE.
- IF A CHILD LIVES WITH FAIRNESS,  
HE LEARNS JUSTICE.
- IF A CHILD LIVES WITH SECURITY.  
HE LEARNS TO HAVE FAITH.
- IF A CHILD LIVES WITH APPROVAL,  
HE LEARNS TO LIKE HIMSELF.
- IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP.  
HE LEARNS TO FIND LOVE IN THE WORLD.

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## INTRODUCTION

More children die from accidents each year than from either birth defects or disease. In addition to being the leading single cause of childhood fatalities, accidents cause tremendous numbers of life-long crippling injuries, pain, grief, and sorrow for children and parents. Millions of dollars and countless man-hours are spent treating and rehabilitating these accident victims. Much of this could have been eliminated had the time and money been expended for accident prevention.

The prevalent public attitude toward accidents seems to be a general acceptance that these tragedies are a way of life...that accidents must occur and that they are a consequence of everyday living. Daily news reports tell of accidents that were caused by "careless" people. However, most people are unconcerned because they think an accident will never happen to them or their families...it only happens to the "other guy." To most people, accidents are merely cold impersonal statistics...until THEY become personally affected.

In everyday life, most people are deeply concerned about how they budget their precious money and time in the most economical fashion. However, when they are seriously injured in an accident, suddenly that money and time become very unimportant. At that crucial point, they will spend any amount of money and time necessary to recover from the effect. Quite often people place their emphasis on the wrong values.

Understanding and comprehending the importance of safety awareness requires an attitude that must be developed, starting with the very young child. Just as a flower seed needs daily care if it is to blossom into a beautiful flower, so do children need the "safety seed" planted early in life with daily care, instruction and practice, if they are to grow up to be safety conscious adults.

If one accepts the principle that it is the goal of modern education to prepare young people to live happily, safely, and with a feeling of self-worth, then the SAFETY TOWN program as a foundation, and the reinforcement of continuing safety education as part of both the home and school curriculum, is essential.

## PURPOSE

Children learn most rapidly at an early age and retain much of this early learning. Consequently, it is extremely important that the teaching methods used during these early years be presented properly to achieve the maximum effective results.

For a child to learn to behave safely, his desire to learn must be stimulated through the efforts of both parents and teachers in a secure learning atmosphere. During the next two weeks, your child will learn many new rules in such an atmosphere. Your full cooperation in continuing this proper atmosphere, enforcing these rules and setting good personal examples are vital in developing a positive safety attitude.

To better understand your child's total development, how your attitudes and reactions affect him and how this all relates to safety education, you are encouraged to participate with your child by attending the "Parent and Child Session" which comprises the last 15 minutes of each class. Here you will observe the methods of instruction, which are necessary for you to understand the "how" and "why" of the various SAFETY TOWN presentations.

In addition to safety education, this program forms the transition from home to school by conditioning your child emotionally, socially and physically for the many experiences he will encounter in the days ahead. This conditioning process is just as important and valuable as training for any other activity in life. It develops a positive attitude about life by exposing your child to art, poetry, literature, music, and motor skills which are all safety oriented.

This guide is intended to provide you with materials and information about the SAFETY TOWN program as well as to explain the reasons behind its objectives. It contains medical and psychological information about children that will assist you in continuing safety work in the same happy manner.

◦ GENERAL SCHEDULE OF SAFETY TOWN CLASSES

FIRST WEEK

MONDAY

Parents stay the entire day (voluntarily)

10:00 - 10:15 Welcome - Movie of actual classes

10:15 - 10:30 Assignment of students to instructors

10:30 - 10:45 Instructors take children to Safety Town, make name tags, teach song, "At the Curb"

10:45 - 11:00 Instructors explain layout of Safety Town, Crosswalks, sidewalks, driveways, etc. (While children are on Safety Town, parents remain in classroom for orientation by teacher and policeman.)

11:00 - 11:15 Break Time

11:15 - 11:30 Teacher explains Safety Town rules, no pushing, keep hands to ourselves at all times, take turns talking, etc.

11:30 - 12:00 Teacher introduces "our friend the policeman", policeman explains his duties, responsibilities and tools (at 11:00 parents join children and observe remainder of class)

TUESDAY

9:50 - 10:00 Teacher, policeman, instructors report to assigned houses; Children arrive, greeted by smiling happy faces (review)

10:00 - 10:30 Everyone meets at flag (pledge of allegiance)  
Groups #1 thru #5 on Safety Town with policeman  
Pedestrians: cross at corners without light, turning cars  
Motorists: learn to fasten safety belts, drive on right side, stop at stop signs  
Groups #6 thru #10 in classroom with teacher  
Using chalkboard and Walt Disney posters, explain "new" words (pedestrian, motorists, intersection, walk and don't walk)

10:30 - 11:00 Reverse groups

11:00 - 11:15 Break Time

11:15 - 11:30 In classroom at assigned color-coded tables  
children make folders, drawing their own safety pictures

11:30 - 11:45 Sitting on floor (informally) in discussion area,  
children learn song "In the Car", review "At the Curb"

11:45 - 12:00 Parent and Child Session - (parents attendance voluntarily)  
Movie "Timothy the Turtle" & "The Little White Line That Cried" AAA  
Review today's lessons

WEDNESDAY

9:50 - 10:00 Teacher, policeman, instructors report to assigned houses  
Children arrive, greeted by smiling happy faces (review)

10:00 - 10:30 Everyone meets at flag (pledge of allegiance)  
Explanation, demonstration, actual practice on bus safety (Includes ride on bus and visit to railroad crossings)

10:30 - 11:00 Explanation, demonstration, actual practice on bus safety

11:00 - 11:30 Fun Time - children allowed to practice proper way of using playground equipment

11:30 - 11:45 Break Time

11:45 - 12:00 Parent and Child Session  
Movie "Play Safe" by Aims  
Review today's lessons

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THURSDAY

- 9:50 - 10:00 Teacher, policeman, instructors report to assigned houses  
Children arrive, greeted by smiling happy faces (review)
- 10:00 - 10:30 Everyone meets at flag (pledge of allegiance)  
Groups #1 thru #5 in classroom with teacher  
(color light, give flannel board story)  
teach poems "Watch the Light" and "Red means Stop"  
Groups #6 thru #10 on Safety Town with policeman  
#6,7,8 as drivers (motorists) learn turn signals  
Instructors demonstrate by walking a few feet in front of  
her group, on sidewalk, making each turn for them to follow...  
difficult for children to comprehend, just want children to  
become familiar with signals in preparation for bicycle driving  
#9,10 as pedestrians learn to cross with traffic light and  
walk signals (if available)  
After 15 minutes, groups on Safety Town change...drivers  
become pedestrians, pedestrians become drivers
- 10:30 - 11:00 Reverse groups, classroom goes on Safety Town and vice versa
- 11:00 - 11:15 Break Time
- 11:15 - 11:45 Parent and Child Session (parents are invited to come early to see  
this demonstration) Home and Drug Safety-policeman explains toys,  
medicines, play, littering, bottles, poisons, detergents, etc.
- 11:45 - 12:00 Parent and Child Session  
Movie "Stop Danger"  
Review today's lessons

FRIDAY

- 9:50 - 10:00 Teacher, policeman, instructors report to assigned houses
- 10:00 - 10:45 Everyone meets at flag (pledge of allegiance)  
Everyone on Safety Town  
Groups #1, 2, 3 go to assigned houses  
Teach poem "Remember Your Name" and review  
Groups #4,5,6 are pedestrians  
Working mainly with traffic light  
Groups #7,8,9,10 are drivers  
Observing all rules taught.  
After 15 minutes, groups alternate
- 10:45 - 11:00 Safety Patrol explanation, demonstration and practice
- 11:00 - 11:15 Break Time
- 11:15 - 11:45 Parent and Child Session  
Parents are invited to come early to see this movie with  
their children---this is important as it eliminates many  
questions and helps parent to understand how to explain  
strangers to children.
- 11:45 - 12:00 Parent and Child Session  
Movie "Riddle of the Friendly Stranger" by Marathon Oil  
Discuss movie -- review today's lessons

Starting the second day, each instructor should observe her children walking to their assigned houses. These children should obey all safety rules--stopping at the curb, looking 1-2-3 (left, right, over shoulder for turning cars, etc.) Also during this arrival time, instructors should work with each child on his name, address, and telephone number. Constantly review as much as possible, but ONLY on what has been discussed.



SECOND WEEK  
MONDAY

9:50 - 10:00

Teacher, policeman, instructors report to assigned houses

10:00 - 10:15

Children arrive, greeted by smiling happy faces (review)

10:15 - 11:00

Everyone meets at flag (pledge of allegiance) discussion  
Everyone on Safety Town...  
Groups #1,2,3, fo to assigned houses  
Review; reach poem "Stop, Look, and Listen"  
Groups #4,5,6, are pedestrians  
Working with traffic light  
Groups #7,8,9,10 are drivers  
Observing all rules  
(Children are allowed and encouraged to do an much individual work as possible. Instructors send each child on different errands as pedestrians, might be to visit at another house, mail a letter, etc. This is excellent role playing situations.)

11:00 - 11:15

Break Time

11:15 - 11:45

In classroom, at tables, each child makes his own fireman hat and sings "Fire" song

11:45 - 12:00

Parent and Child Session  
Movie "Safely Walk to School" by Aims  
Review today's lessons

TUESDAY

9:50 - 10:00

Teacher, policeman, instructors report to assigned houses

10:00 - 11:30

Visit to Fire and Police Departments (Firemen and Policemen explain to children how they can be firemen or policemen "helpers" bu not playing with matches, explaining what fire does' not chasing fire turcks; not playing with guns, etc. Visit also includes getting to try on fireman's hat and boots, sitting in the fire truck like a driver; get fingerprinted, see the jail, see circuit TV, etc.)

11:30 - 11:45

Break Time

11:45 - 12:00

Parent and Child Session  
Movie "Safety Belts for Children" AAA  
Review today's lessons

WEDNESDAY

9:50 - 10:00

Teacher, policeman, instructors report to assigned houses

10:00 - 11:00

Children arrive, greet by smiling happy faces (review)  
Everyone meets at flag (pledge of allegiance)  
Everyone returns to assigned houses on Safety Town  
Group #1 goes inside police car so policeman can explain equipment and tools--each group follows in numerical order. Upon completion, all groups gather around back of police car, policeman explains equipment in trunk and demonstrates siren and flashing light and explains emergency vehicles and what they mean.

Before and after seeing car, children and instructors are on Safety Town with each child doing as much as possible on his own as pedestrian and driver, at houses instructors review Walt Disney posters and all songs and poems, teach "Playing" song.

WEDNESDAY CONT'D

- 11:00 - 11:15 Ball rolling demonstration &  
Parked cars demonstration with real cars
- 11:15 - 11:30 Break Time
- 11:30 - 11:45 Policeman presents bicycle explanation & demonstration in classroom  
in discussion area
- 11:45 - 12:00 Parent and Child Session  
Movie "Two Sleeping Lions" & "Billy & His Tricycle" AAA  
Review today's lessons

THURSDAY

- 9:50 - 10:00 Teacher, policeman and instructors meet at assigned houses
- 10:00 - 10:30 Children arrive, greeted by smiling, happy faces (review)  
Everyone meets at flag (pledge of allegiance)  
Groups #1 thru #5 on Safety Town  
Allow children to go on their own, instructor just observing  
and correcting when necessary; at houses, play "treasure  
chest" game with safety signs.  
Groups #6 thru #10 cross "real" street, policeman explains  
(if available, use & explain push button light)
- 10:30 - 11:00 Reverse Groups
- 11:00 - 11:15 Break Time
- 11:15 - 11:45 Individual testing, while instructors test teacher and policeman  
visit with children at tables while they do "creative"  
safety coloring  
Instructors test each child in private area then return child to  
table until entire group is tested.
- 11:45 - 12:00 Parent and Child Session  
Movie "Talking Car" AAA  
Review today's lessons

FRIDAYParents attend entire day -- GRADUATION DAY

- 9:50 - 10:00 Teacher, policeman, instructors report to assigned houses
- 10:00 - 10:45 Children arrive, greeted by smiling, happy faces (review)  
Everyone meets at flag (pledge of allegiance)  
Groups #1,2,3, at houses  
Reciting poems and rules  
Groups #4,5,6, pedestrians  
Crossing with and without light and obeying Safety Patrol Guard  
Groups 7,8,9,10, are drivers  
Observing all rules  
Groups alternate every 15 minutes
- 10:45 - 11:00 Break Time-Party-for children  
(Parents fill out questionnaire form)
- 11:00 - 11:30 Children sit on floor in discussion area, policeman and teacher  
review rules (be helpers), five fun, stimulating talk to  
children.  
Movie "Your Child and Traffic"
- 11:30 - 12:00 Officials, Mayor, Police & Fire Chief & Superintendent give  
brief talks to children and then to parents. Superintendent  
gives each child folder containing certificate of completion  
and all their paper work.  
In closing, teacher and policeman encourage parents to continue  
safety education daily at home.

All Parent and Child Sessions are held in the discussion area of the classroom.  
(Children sit informally on the floor. Parents sit in chairs which are placed in  
semi-circle behind the children.)

## YOUR CHILD'S SAFETY TOWN MESSAGE TO YOU

Dear Mom and Dad,

Here is what SAFETY TOWN will teach me:

BUS SAFETY

1. Properly board the bus - wait in line, one at a time, hold on to railing, no pushing so I won't fall and get hurt.
2. Keep my hands to myself and NEVER put my hands or head out the window because a truck or big tree could be very close.
3. Sit back in my seat so if the bus driver stops quickly, I won't bump my face; I can put my hands up to protect myself.
4. Keep my feet and books in my seat and not the aisle so no one trips or falls and gets hurt.
5. Talk softly and use my "inside voice", so the bus driver can listen for sirens (I use my loud "outside voice" when I play outdoors).
6. Keep the bus clean, just like Mom's living room-no crayon marks, or papers and things on the floor.
7. Don't touch the emergency door-the bus driver or safety patrol guard will help me if there is a fire or the bus breaks down.
8. Cross far in front of the bus so the bus driver can see me; then I may walk quickly but not run; I might fall if I run.
9. The red blinking lights tell car drivers that the bus is stopping, but I still have to look both ways for cars before crossing.

CROSSING THE STREET

1. First I stop my feet at the curb, EVERY time; then look left, right, and over my shoulder for turning cars and listen for sirens.
2. In the crosswalk, I stay between the two white lines, to the right side so I don't bump into people.
3. When there is a traffic light, I wait for the green light (green means go) then look left, right and over my shoulder, just to make sure no car is coming. Sometimes drivers forget and I must learn to watch out for myself. (I also learn about "walk" and "don't walk" signs).

### PARKED CARS

1. I am much smaller than a car. If I go between parked cars, drivers can't see me.
2. Drivers don't expect me to be playing between parked cars, so I never play between parked cars.

### RAILROAD CROSSINGS

1. The red "flasher" lights at the RR crossings tells people to stop (just like on the bus) because a train is coming.
2. I NEVER play near or on the RR crossing because the trains are very big and go very fast and can't see me. I could get hurt.

### BALL ROLLING

1. I NEVER chase the ball if it goes into the street. I wait until it stops rolling, because I might be hurt running into the street.
2. Even if it is my favorite ball, I let the ball roll. If a car runs over it, you will buy me another ball. You can always get a new ball, but not a new me.

### EMERGENCY VEHICLES

1. They have sirens and blinking lights to let people know that they are in a hurry to help someone. Cars stop at the curb to let them go by. I stay on the sidewalk.
2. I NEVER chase ambulances, police cars, or fire trucks. I could get hurt because they go fast and can't see little me.

### SAFETY PATROL GUARDS

1. They help me cross the street and I always obey and listen to them.
2. They wear special badges and flags so I know who they are.

### NO SIDEWALKS

1. When there are no sidewalks, I walk on the left side of the street facing traffic so I can see cars coming. When

NO SIDEWALKS, CONT'D

a car does come I go up on the grass to get out of its way.

BICYCLE SAFETY

1. ALWAYS ride on the sidewalk-whenver possible-being careful not to bump into people (I learn about bike paths too).
2. If I do have to ride in the street, I ride on the right side very close to the curb to stay out of the drivers way.

STREETS

1. Streets are for cars, so I never play in the street. I play in my yard, my friends yard or at the playground.

DRIVEWAYS

1. I must always stop to see if cars are backing out because they can't see me, especially if there are bushes or big buildings.

SAFETY SIGNS

1. I learn all about the many signs...stop, traffic light, crosswalks, etc.

DRIVERS

1. All drivers have to stop at the stop signs, stop at a red light just like Mommy and Daddy-----this is just to teach me so when I get older. I can't drive now, I'm too small, but it is fun to learn that red means stop.

SITTING IN THE CAR

1. When I am in the car, I sit back with my seat belts on and use my inside (quite) voice because (like the bus driver) you have to listen for sirens, watch for people and lots of other things.

### SITTING IN THE CAR, CONTD

2. I NEVER get out of the car in the street. I always get out on the curb side.

### STRANGERS

1. I NEVER go with anyone I don't know. Even if they want to give me candy or toys.
2. They might hurt me.
3. I always stay with my friends, not alone.

### PLAYGROUND

1. I NEVER get close to the front or back of a swing when someone is swinging, because I could get hurt-- I always stay back.
2. I NEVER throw our swings because that could hurt my friends.
3. On the sliding board, children go up one at a time and come down one at a time. So no one gets hurt.
4. I learn how to use my hands and feet on the jungle gyms, merry-go-rounds and the other fun things.

### HOME SAFETY

1. After playing with my toys, I put them away so no one falls over them and gets hurt.
2. Soaps, bleaches, paint and all those other things are for Mommy's and Daddy's to use and I NEVER touch or play with them because they are not toys and could hurt me very badly.
3. Daddy's tools and lawn mowers are very dangerous and could hurt me so I won't touch them or go near them. I play with my own toys.
4. Plastic bags and spray cans are not toys, they can hurt me so I don't touch them.

MEDICINE SAFETY

1. I NEVER take pills or any medicine. Only when Mommy or Daddy or the doctor give them to me. I could take too many and get very sick.
2. I NEVER play with pills. If I find any bottles with pills, I give them to Mommy or Daddy.

FIRE SAFETY

1. The firemen will show me the fire station and the fire trucks. They will let me sit in the fire truck if I want to.
2. I NEVER play with matches, cigarette lighters, or Mommy's stove because I could get burned.
3. If there is a fire in my house, I walk outside quickly. I don't run because I might fall down and hurt myself. The firemen will save my toys.

THE FIREMEN AND POLICEMEN

1. They are my friends. They like to help people. They protect me from danger.
2. The policeman will show us his car. In his trunk he has bandages and a blanket and other things to help people when they are sick.

SONGS, POEMS, AND ART

1. I will learn songs and poems and will make safety posters (Our teacher will give you a copy of our poems and songs so you can help me if I forget).

HELPERS

1. I am always going to be helpful to bus drivers, firemen and policemen. I help by doing only the safe things. At home I can be Mommy and Daddy's helper.

HELPERS, CONTD

2. I am also going to help my friends to learn the safety rules so they won't get hurt.

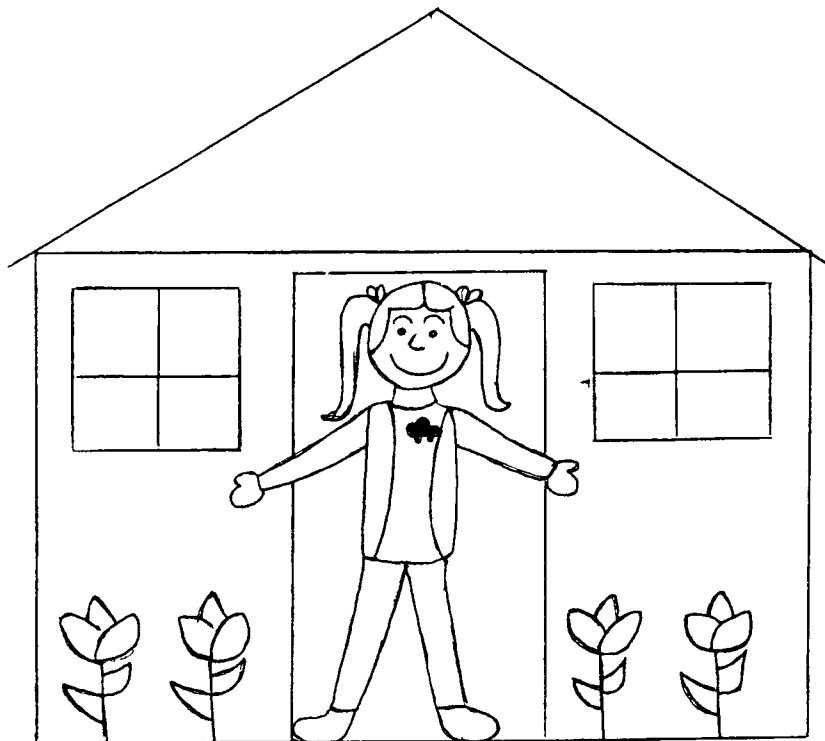
LITTER BUGS

1. I don't want to be a litter bug. Litter is not pretty. I will throw paper from my ice cream or popsicle into the waste can so everything will be clean and pretty.

Our teacher said because I am still very small and forget things that you would keep this paper and remind me. Please do Mommy because I don't want to get hurt, and I always want to remember my safety rules.

I know you are busy, Mommy and Daddy, but please take time to help me and tell me about new things so I'll know what to do.

Thank you Mommy and Daddy and I love you.





## DO YOU REALLY UNDERSTAND YOUR CHILD?

Your child's attitude and concern about himself in later years is greatly determined by the way you view his work at this age. Here are some important factors about his present world:

### 1. CONSTANT REMINDERS

Children learn television commercials very quickly because they are presented in a fun manner and repeated constantly. This same theory should apply to all learning, including safety instructions. Constant reminders are necessary, but the manner of presenting these reminders is equally important.

EXAMPLE: What parent can say that after only one verbal instruction, his child continues to brush his teeth without reminders? Yet, some children brush their teeth simply because of a tooth paste commercial they saw on TV.

They remembered the commercial because it was presented in their own language and in a fun manner rather than hearing Mom or Dad say the same thing over and over in a monotonous and possibly demanding voice. Which method do you think you would remember?

### 2. CONCENTRATION SPAN

A young child has a relatively short concentration span. Consequently, subjects must be changed frequently and each short period of instruction should contain varied attention-compelling methods which hold his interest.

EXAMPLE: The first time you explain to your child about crossing the street, you might want to use a story book concerning safety; the second time you might want to teach him a poem about crossing the street safely; the third time you might actually take him to the curb and show him how to cross so he can experience and learn on his own.

Of course, this will take time; but, think of the time you would spend on daily trips to and from the hospital if your child was injured. Isn't it better to take time to show and teach him how to prevent accidents than suffer the consequences of not preparing him for these potential dangers?

### 3. RETENTION

It is difficult for your child to recall in detail exactly what he learned when asked. However, when he sees something that reminds him of a rule, he can then associate the subject more easily.

EXAMPLE: Your child might not remember the safety rules concerning plastic bags until he sees a plastic bag in your closet. Then he will tell you about the rule.

In questioning your child, it is suggested that you first ask one basic question, such as "What are the rules about the school bus?" If your child does not recall, then break the basic rule down to specifics, such as "How do you get on the bus?" (Stay in line, one at a time, no pushing and hold on to the railing, etc.) In this manner, you are allowing your child to think on his own and to explain the basic rule if he can. If he does not respond immediately, it doesn't mean he does not know the rule. He simply needs identification and specific details.

#### 4. EXPECTATION

Do not expect your child to come home every day after SAFETY TOWN and give you a breakdown of what he did every 15 minutes. Many parents have asked SAFETY TOWN personnel, "Is Johnny really learning...everyday I ask him what he did and he says 'nothing!'"

EXAMPLE: Your child cannot say "Well, Mom, first the police officer showed me how to put the seat-belt on, then the next 15 minutes we had a demonstration about parked cars, then we had a flannel board story, followed by recess, then we made a fireman's hat, etc."

It is recommended that you do not question your child about his day's activities immediately upon his return home. Simply ask him "Did you have a nice day?" and then allow him time to relax. Usually, what happens is that in a few hours, around dinner time, he will talk a mile a minute, telling you of things he did during the day. This theory has been compared to the same principle as Daddy coming home from work and talking about his day. The first thing he wants to do is just relax and forget the day's problems. Also, your child will benefit more from a review of the material after being away from it for some time.

#### 5. IMAGINATION

When you add together your child's normal creativity and imagination, the results are often startling.

EXAMPLE: A policeman demonstrating bicycle safety used a bicycle without a front light. He then asked the children why they couldn't ride this bicycle at night. One girl very seriously remarked, "because of the mosquitoes."

Unfortunately, some parents punish their child for this type of remark because they think their child is being funny. They forget the child's imagination and vocabulary are not the same as their own. Negative reactions and punishment can damage your child's development and discourage his creativity and imagination.

#### 6. LANGUAGE DEVELOPMENT

Your child's vocabulary is about one-third developed; often he does not understand adult language. Because of limited vocabulary, a child can change the entire meaning when explaining a situation or describing what was done at SAFETY TOWN.

EXAMPLE: After watching a movie about strangers, a girl told her Mother that she could not ride in the car with Grandma and Grandpa anymore. This was never said in the movie. However, from the adult language used in the movie in explaining why not to accept rides from strangers, this girl thought she was not allowed to ride in the car with anyone except Mom and Dad.

In explaining this to her mother this girl, in her own language, changed the entire situation and meaning.

## 7. INTERPRETATION

Adults often misinterpret what a child is really saying and what he really means.

EXAMPLE: A 10 year-old girl won an award for writing a safety slogan "belt your wife and save her life." When an adult asked her if she felt husbands should really "belt" their wives, her response was (in a very serious, concerned tone), "yes, every husband should make sure his wife is belted so she will not get hurt or killed."

The adult's definition of "belt" was intended in a slang form, which the child knew nothing about, yet the adult presented the question, fully expecting the girl to understand the adult meaning.

## 8. HONESTY

There are two types of honesty with children:

1. Your child has not learned to say the "polite" thing. He will describe things exactly as he sees them.

EXAMPLE: "Teacher your dress is very pretty, but your hair sure is a mess."

The immediate reaction of adults observing was "sh, sh, sh, you shouldn't say that." Why not? This child was being honest. To the child the hair was messy..

Instead of the child being complimented for being observant, she was made to feel she had done something wrong. This reaction of the adults not only confuse her, but made her withdraw within herself. Fortunately, the teacher reacted honestly as she replied, "you're right, Tammy, my hair is a mess because the wind is blowing and I'm very happy you like my dress."

2. When a child is asked a question and answers honestly, "I don't know" adults should not come back and say "Oh, yes, you do know. I just told you the other day," even though this may have been the case.

EXAMPLE: "That isn't your address, you have it all mixed up. Now be a good girl and tell the teacher your right address."

The child would have said it correctly if she had remembered it correctly.

## 9. COMMUNICATION

How often have you heard a child ask an adult a simple question which required a simple answer? But because the adult did not really listen or understand what the child was saying, he answered the question incorrectly and in a long, complicated response.

EXAMPLE: Gary is playing with his friend Brian and suddenly comes running into the house and says "Mom, where did I come from?" Well, Mom who has been anxiously waiting for the day when her son would ask about the "birds and bees" (so she thought), sat Gary down in a chair and started a long explanation. Upon completion, Mom asked Gary if he had any questions. His response was "I was just wondering where I came from 'cause Brian said he's from Iowa."

## 10. SEPARATION

Being separated from Mother for the first time at age five can be a terrifying experience for a child.

EXAMPLE: A child who has never left Mother until the first day of SAFETY TOWN, cried and screamed and kicked because she was so frightened.

It is recommended that the child/parent separation begin at a very early age. The "peek-a-boo" game is an excellent way to introduce separation with the time period being extended slowly. A child's adjustment to separation also depends on his exposure and experience with other children.

## 11. SECURITY

Some children are frightened that their parents will not return for them.

EXAMPLE: A divorced mother, not quite 21, had three children under age five. When Mommy started to leave Tommy at SAFETY TOWN he really carried on. In a later discussion with the Mother she stated, "It's difficult to handle these children and when they don't behave, I just pack my suitcase and go out the front door."

Some children are frightened because a parent may have been hospitalized; some have experienced the death of a parent or grandparent. Depending on what was told the child and how the situation was handled, these may have been very frightening experiences for the child.

## 12. INDIVIDUALITY

How often has it been said that we are all individuals? Yet, comparisons are frequently made between the accomplishments of a child and those of older brothers and sisters when they were the same age.

EXAMPLE: A parent's typical reaction: "Susie (now age 10) could read a book when she was five, but Mary (now age five) doesn't like books. I don't know what to do with her."

Each child grows and develops at his own rate. Consequently, individual capabilities for achievement at a given age vary substantially.

### 13. CAPABILITIES

Just because your child attends 20 hours of SAFETY TOWN classes DOES NOT mean that he is ready to tackle all dangerous situations on his own.

EXAMPLE: Some parents have said "now that my child has completed SAFETY TOWN I won't have to help him cross the street any more."

Such attitudes can be self-defeating. We must remember, children are not mechanical computers (and even those break down) so don't expect miracles. They will still become so involved in playing or in whatever they are doing, that they will forget about safety.

### 14. SOCIAL PRESSURES

Because of the competitive society in which we live, many parents feel compelled to impress other parents about what they think their child can handle, without seriously considering their child's capabilities and potentials.

EXAMPLE: Tracy's Mother bought her a big two wheel bicycle for her fifth birthday simply because the other children in the neighborhood had received theirs for their fifth birthday.

The unfortunate thing was that Tracy was much smaller than the other children. Her feet barely touched the pedals and her muscles weren't strong enough to control the wobbly bicycle. In addition, Tracy lived in an area with no sidewalks and had to ride in the streets, competing with 3,000 lb. cars traveling at 40 M.P.H. Tracy had an accident, resulting in two broken legs, a broken arm, and several cuts and bruises simply because she had to "compete" with the other children. While Tracy was lying in the hospital in pain, her parents said, "It was JUST an accident, she fell off the bike." Was it JUST an accident? Was any consideration given to Tracy's capabilities to handle a bike?

### 15. NEGATIVE COMMENTS

Parents often do not realize that negative comments can be damaging to their child.

EXAMPLE: "My Mark is such a bad boy. He doesn't listen, breaks things. I can't wait till he goes to school. Boy, will his teacher have a problem with him."

Regrettably, this is often said within the child's hearing. Not only will such remarks cause the child to develop an "unwanted" feeling but it might also make him feel as though he is expected to do "bad" things because that is the only way he can get attention and is recognized.

4

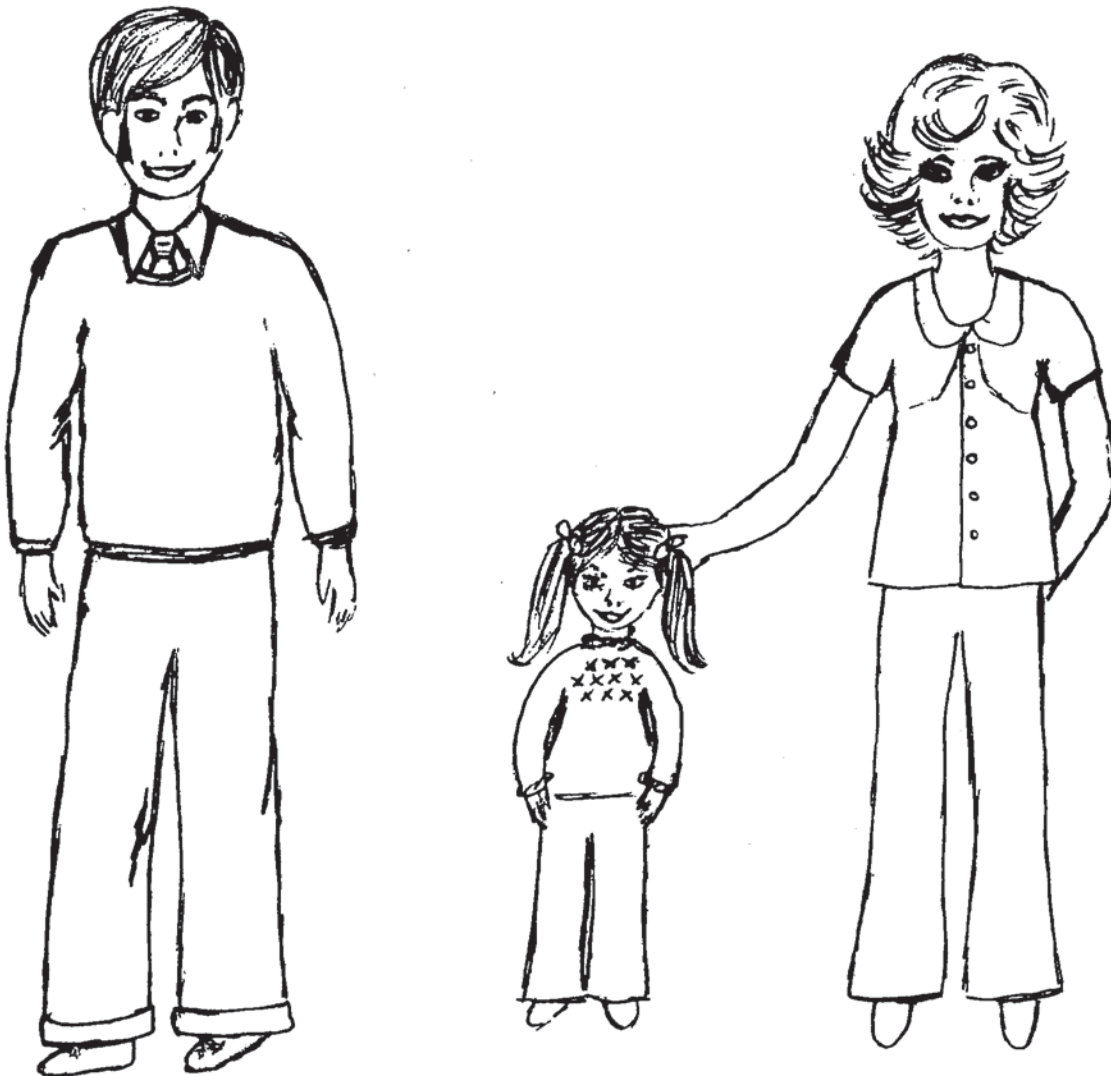
16. POSITIVE REINFORCEMENT

A child should be complimented and rewarded for his accomplishments... not financially, but with sincere and honest physical and verbal recognition.

EXAMPLE: A pat on the back, a hug or a kiss, followed by a compliment, "that is very good and I'm proud of you" will provide your child with an inner feeling of security, confidence and acceptance.

He will continue to do things because he knows it pleases you, and that he will receive attention and praise for being good.

Positive reinforcement is a must. It helps children develop a positive feeling toward themselves, a sense of self-approval and security. Unless a child feels, "I'm okay," he will not care enough to practice safety or understand the need to protect himself. Unless the child views the world with a "you're okay" attitude, he will not practice or understand care for others. Positive reinforcement gives children a reason to care for themselves and others, a reason to practice safety.....now and in later life.



## HELPFUL HINTS

Please remember your child...

- ...is a child NOT a small adult...know what he is capable of handling. DO NOT expect him to think, act or respond as an adult.
- ...is a child for a very short period of time...for both child and parents, this should be a happy growing-up period.
- ...faces enough problems on his own in our complicated daily living pattern. Let's not add any unnecessary problems to his world.
- ...might not develop some of his sounds until age six or seven such as s, sh, t, th, r, etc. Do not laugh or make fun of him. Remember if he could say them correctly he would. Instead, when you hear him say it incorrectly, listen and observe, BUT be sure that when you say the same sound, you say it correctly. A big part of speaking correctly is hearing it said properly. In some cases, the child's problem may lie in his hearing.
- ...experiences and interprets situations differently than an adult. While watching the fireman put out a fire, he is impressed with the hoses, the firemen's hats, boots, etc., whereas adults are concerned about property loss, seriousness of injuries, etc.
- ...forgets just as you do. How many times did you wait until the last minute to do something when you knew months before it had to be done? Yet, parents often call their children "lazy" if they do the same thing.
- ...will only do what is explained to him. If you say "throw your toys into your room," he will do exactly that instead of putting them into the toy box as you had ASSUMED he understood.
- ...imitates everything he sees. First impressions, especially, have great impact. The examples you set, your attitude and how you do things is very important.
- ...will learn through his own experiences, not by your doing for him.
- ...may answer a question correctly, BUT not be able to apply that answer in an actual situation. He may know how to make a left turn signal by putting his arm straight out, but put him on a bicycle in the street, and he is unable to understand that same situation.
- ...will be taught that a policeman is his friend. Don't frighten or threaten by using the policeman as punishment.
- ...retains 10% of what he hears; 20% of what he sees; 30% of what he sees and hears; 90% of actual participation and involvement.

- ...needs protection, instruction and discipline all woven together with lots of Tender Loving Care.
- ...will not begin to have a demand for rules in play until age seven or eight, and these rules are easy to change; not until 11 or 12 years of age do children have fixed, detailed rules, especially in game play.
- ...will learn and interpret life situations based on his degree of knowledge of the language and his social and emotional maturity.
- ...does not realize or understand that "accidents cost dollars"...but adults should! According to a recent National Highway Traffic Safety Administration (NHTSA) report, each fatal accident results in an average loss of approximately \$200,000. Nearly \$11 billion are "lost" each year due to auto fatalities while another \$7.4 billion are "lost" in non-injury, property damage crashes.
- ...is exposed to over 40 household products and medicines in the home and could be one of the 250,000 children (mostly under five) that are subject to accidental poisoning each year. Protect your child by putting these products in locked cabinets or unreachable areas. Not under or above the sink, he can climb. DO NOT put cleaning fluids, paint thinner, etc. in beer or soft drink bottles or cans. Your child sees you drink from these containers and identifies. Consequently, they drink not knowing you were storing a toxic substance in that bottle or can.
- ...needs to be told "no". However, it is recommended that an explanation and/or demonstration follow. The explanation should not be long and technical, but should be brief and easily understood by your child.
- ...at age four and five is very curious and moves very quickly. DO NOT leave him unattended, especially in a car.
- ...needs reasonable limits. These limits should be simple, clearly explained and enforced.
- ...can greatly increase his IQ during the preschool years when his parents are involved with his preschool programs.
- ...develops his intellectual growth by age three. Therefore, if you are going to help your child get smarter, you cannot wait until he starts school. This must be done during the early preschool years. (During the period from fifteen months to thirty-six months, your child's language skills are emerging and appropriate experience and stimulation are needed during this time.)
- ...has feeling too....just like you. Don't embarrass, laugh or make fun of him.



## HOW'S YOUR ATTITUDE ????????

Have you ever....really thought about your attitude towards safety and laws?

- ....been stopped by a police officer (especially with your children in the car) for going through a red light, or not stopping at a stop sign, etc...What was your reaction and what did you say? Did you say to your children: "I broke the rule and I could have hurt or killed someone. I'm glad the police officer reminded me" or did you say "That mean \*??\* had to catch me," etc."
- ....had to appear in court for a violation? Did you attend with the attitude of being fined or punished or were you hoping the Judge was lenient that day and would "let you off easy"?
- ....taken your child by the hand and run between parked cars just to beat a red light? What was your response when your child said, "Mom, I was taught at SAFETY TOWN that was not safe to do"? Did you say "Oh, it's okay this time, I'm in a hurry?" Do you think your child can evaluate when it's okay---er is your example just adding to his confusion?
- ....talked about the "stupid" things you observed other people doing, such as, weaving in and out of traffic, driving with their turn signal on when it should have been turned off, running in front of your car to cross the street, getting out of the drivers side just as your are passing at 40 M.P.H. under narrow conditions, etc...yet, how often do you do these same things?
- ....had an argument or been upset before leaving home? What happens when you get behind the wheel? Are you then REALLY concentrating 100% on driving? If you are lucky enough to get to work safely and then have an accident on the job...who's fault was it and where did it start?
- ....driven your car while your children were jumping around and screaming or do you enforce safety rules by having them put on their seat belts and behave?
- ....been shocked at teenagers' disrespect towards adults and rules? What they are doing is exactly what they heard us say as they were growing up. Remember, you are teaching them to drive for 16 years as they sit in that back seat observing everything you do.
- ....been courteous and considerate of other people? Do you stop and let someone back out of a driveway? Sure, it will take a

few seconds, but what a nice feeling you will have the entire day knowing you helped someone. Also, think about how your being courteous is going to affect the other person's attitude. Instead of being "grumpy" and mad at the world, thinking no one cares, he will be pleasant and courteous to others. How did you feel when someone did something nice for you?

- ....heard people say "Safety is nothing but good common sense?" In part that is true. However, good common sense comes from being knowledgeable and being able to recognize a situation, evaluate it and then make a decision. That requires education, training and experience.
- ....heard people argue after an accident about who was at fault? Does it really matter who is to blame after an accident occurs? For insurance purposes, it does...but...if you could have prevented an accident by being alert, weren't you just as much at fault?
- ....heard of "over protective" parents. Some parents will not allow children to climb trees because "you might get hurt." Eliminating the tree is not the answer--you know your child will climb trees anyway the first time you're not looking. The answer is teach them how to climb and what trees not to climb. Climbing trees provides good physical exercise and develops coordination. Usually when over protective children are faced with real situations on their own, they are not only frightened, but inexperienced on how to react. Often their inexperienced reactions result in injuries.
- ....thought about how much formal safety education your child really receives in school? The majority of children attend approximately 12,000 hours in the classroom (K through 12), yet only 60 of those hours are spent on formal safety education. (Drivers education training constitutes 36 of those 60 hours.)
- ....heard people say "children require all of my time?" Children do require a great deal of time; however, it's not how much time you spend with your children, it's what you do with them when you are together. Some parents are constantly with their children.... hollering, punishing and enforcing severe rules the entire time. Does that really benefit the child? This negative atmosphere definitely affects the child's attitude toward himself and safety.
- ....thought about how television affects your child's listening abilities? In the old days, when just the radio was around, children had to listen to know what the program was about. However, in today's world, from the first day that a child is old enough to see, he watches television. Consequently, he learns a great deal from just seeing. Therefore, when a parent or teacher "just talks" without using some type of visual aid, the child is unfamiliar with the learning process of just listening.

## PHILOSOPHY OF SAFETY EDUCATION

Safety education is a vital part of a person's formal education because it contributes to the development of his responsibility for himself and others. Yet, this extremely important subject, SAFETY, is taught only occasionally to children during their school years. Everyday, children attend school classes in math, English, history; however, what good will these subjects be if children are killed or seriously injured in accidents? Children must be taught how to live safely through safety education classes. Grades, lessons, manners are of no value to a dead child.

Education requires repetition. However, that theory is seldom applied to the subject of SAFETY. For example, how much experience and instruction do children receive regarding bicycles? Children usually receive bicycles as a present with a pretty bow. Since children receive a majority of their toys as a present with pretty bows on them, they naturally consider their bicycle a "toy." Usually then what happens is the parents, who consider the bicycle a vehicle, quickly puts the bicycle together and within the next few minutes, the child is on the street with perhaps the only warning from parents to "be careful." Be careful of what? How much does the child know? How much was he informed? How much was he allowed to practice and experience under simulated conditions?

If bicycle instruction is given in school, it is usually given to upper elementary grades instead of the lower levels. By the time these children get to the upper grades, they have already been riding their bicycles for a few years. Adults would not drive a car that was put together improperly or allow their car to be driven by someone who did not have proper driving instruction. Yet, quite frequently young children are side-by-side with automobile drivers and are expected by law to conform to all the rules a driver does--with little or no instruction.

Although there is a difference in speed and size between a car and a bicycle, a young child coming down a hill, with no training, on a bike too large for him to control, is as dangerous as a car driven too fast.

The same example can be applied to driver education courses. Few licensed drivers actually have experience with skid conditions, night driving, entering and exiting freeways, etc. BEFORE they are exposed to the real situations, advanced and defensive driving courses should be included in driver training classes to prepare for what to expect and how to react. Driver education classes must be extended both in classroom and application time if we are to prepare drivers properly.

There is no instant method...or no one single program that can prepare children effectively about SAFETY. It takes time with proper instruction sequential to their development to turn their reaction into conditioned reflexes in real life situations.

There is a danger element in everything a person does. Whether it is crossing the street, mowing the lawn, working with equipment or shutting a door. We are expected and expect our children to know how to react and respond to these 101 daily encounters without any or very little instruction.

We cannot keep children "sheltered" until age 16 and then expect them to be able to handle adult situations. Unfortunately, this has been done a great deal in the past. Majority of the safety programs were "spotted" and taught as corrective programs to cure bad habits that were formed due to lack of proper instruction at the proper time. "Specialized" programs certainly must be offered to children when they are able to digest complicated instruction. However, when working with pre-school children, a total picture of all areas of safety must be presented, not just a part. A general safety concept with emphasis on forming THE ATTITUDE is what must be achieved. Once this attitude of thinking safety is formed, the reasoning power of judging right from wrong, safe from unsafe, is the only tool he has in protecting himself. Children must be provided with this tool by being given every opportunity to learn and practice as much as possible.

Parents must start providing this tool by protecting young children in a safe surrounding as well as teaching them how to protect themselves. This is accomplished slowly by turning that responsibility over to the children when they are capable of handling and understanding appropriate situations.

It is extremely important that parents take time to explain conditions to children as they arise and not simply say "no, no" or "don't touch" without adequate explanation or demonstration. As children develop new skills, they encounter new experiences that they must be properly prepared for. This is all part of their growing up pattern.

Adults often feel that a "one time" simple explanation is sufficient to a child. Adults forget that they acquired their knowledge through years of experiencing various situations. So must our children learn through their own experiences. Certainly, parents want their children to learn and benefit from their mistakes and experiences. However, the natural human element of learning through ones own experience is much more meaningful.

It is not important for our young children to memorize our present adult rules (except when it applies and affects their present age conditions). Instead they must be taught what is relevant to their present age. It is no longer sufficient for our children to understand the past, not even enough for them to understand the present, (for the present will become past) but for our children to be taught how to think. This allows them to apply their knowledge and evaluate situations in reasoning and determining proper safety behavioral patterns. They must also learn to anticipate the direction and rate of change in the future.

CHILDREN WILL ONLY SURVIVE BY THINKING ON THEIR OWN, NOT MEMORIZING OUR PRESENT ADULT RULES!

The new concept of SAFETY TOWN has been proven successful as a PREVENTION program judging from the thousands of verbal and written comments by parents whose pre-schoolers have attended classes. Also by the drastic statistical reduction of accidents involving children after attending the SAFETY TOWN program. Not only have children become more aware of safety for themselves, but in many cases, have prevented their brothers or sisters or friends from having a serious or fatal accident. These situations varied from taking an aspirin bottle away from a two-year old to helping a friend cross the street to reminding Daddy and Mommy to "buckle up." No statistics can ever tell us how many accidents were prevented and lives were saved through the instruction taught during this program.

In order to reach the very pinnacle of success in safety education, there must be a concentrated effort by EVERYONE (students, parents, civic, school and community officials, safety administrators and legislators) in establishing effective programs and classes. To accomplish this goal, many factors must be studied and considered:

1. Evaluate present rules...are the present rules really the safest...or are we just following them because it has been done that way for years. Some people feel crossing at the corner is much too difficult for children to comprehend with the many decisions that must be made due to the lanes, turns, lights, etc. They feel having crosswalks in the middle of the block would be much easier and safer. The children would only have to look right and left. Some European countries are using this method. Even some cities and towns in the United States are experimenting with this idea.
2. It is imperative that educators and administrative school personnel include safety education as an integral part of the daily curriculum. For too long such education has been looked upon as an "extra" activity coupled with occasional "crash" programs. Admittedly, the school day is quite full and certainly regular classes should not be omitted or reduced. Why not increase the school day to accommodate safety education? In today's world this is essential to the health and welfare of our children. Our present school day and year was set up to accommodate the farmers who needed their children to harvest crops. New machinery and new methods have improved the farmers' hours, but many schools still operate on the original hours.
3. Emphasis must be placed on educating or re-educating our adults on THEIR attitude and knowledge about safety. Since they did not receive formal safety instruction, many parents are either not informed or misinformed.
4. In order to teach young children effectively, trained and qualified personnel must consider safety an important part of their teaching with lessons and activities carefully, thoughtfully and properly planned. Colleges and Universities should include safety education as required courses. New developments and technology in the field of safety should be incorporated into the courses whenever they occur. Safety information must be as current as other courses taught in our educational institutions.
5. Courses must be made available in high school to teach our future parents how to be parents...not on a daily schedule, but certainly to inform them of the many proven statistics regarding the importance of early childhood development (ages 0-6). Many parents are not aware of the medical and psychological effects their attitude, comments and approach have upon their children. Again, something that majority of children do in life, become parents, there is no formal education. The usual comment is "just use good common sense and do as Mom or Grandmother did." However, so much has been discovered since Grandmother's days which has a great effect upon our present children's lives. Parents certainly are concerned and want their children to have the latest knowledge available in math, chemistry, etc...but are they equally as concerned about the latest knowledge available relative to parenthood? Knowing and understanding parenthood definitely affects the child's safety attitude.

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THOSE 6 LETTERS MAKE UP THE MOST IMPORTANT WORD IN YOUR DAILY LIFE.

## SAFETY TOWN PURPOSE

The purpose of SAFETY TOWN is to introduce the importance and methods of safety to preschool children. This is accomplished during a 20-hour course (2 hours per day for 2 weeks) where 4 and 5-year-old children learn safety procedures through involvement. Under guidance, they practice and experience "real life" situations before being confronted with a situation on their own. Children are trained to evaluate "safe from unsafe" and learn how to react safely when confronted with dangerous situations during this age.

Certainly, 4 and 5-year-old children are not ready to make decisions concerning their own welfare. That is still a parental responsibility. However, children must be aware of how they can protect themselves.

During the important developing years (0-6), children form a large portion of their habits and attitudes. In the past, very few children had the opportunity to learn safety habits during these early years. Yet, safety involves attitudes that must be developed early.

Many parents work diligently with their children during these preschool years to develop proper eating habits, manners, health habits, etc. But how many parents really work on their children's safety habits? Aren't safety habits the most important habits in life?

SAFETY TOWN should be introduced during the preschool years not only because of its importance in developing habits and attitudes but also because of the importance of involving parents in daily classes with their children. Parents not only learn about their children and their safety lessons, but also how they can continue safety training at home in the same happy manner.

Preschool children today are exposed to many more dangerous situations and objects than children years ago. Preschoolers travel much more with parents and consequently are confronted with situations away from home as well as around the home. This is another reason SAFETY TOWN should be introduced during the preschool years.

SAFETY TOWN is the foundation of safety education! It is the only time in a child's life that he has the opportunity to attend a program designed expressly to teach safety. It has been largely responsible for the tremendous increase of interest among educators for including safety classes into the school curriculum. It is endorsed by the Highway Safety Foundation, National Safety Council, American Automobile Association, Veterans for Safety International, Inc., State Departments of Highway Safety, State Departments of Education, many leading insurance companies, and National Civic and Service Organizations. It can be organized locally by any organization with school, city, police and fire officials cooperation.

SAFETY TOWN IS NOT A DRIVER EDUCATION COURSE!! Many people have this reaction because emphasis is sometimes misplaced on miniature cars. True, one of the long range objectives of the program is to have children become safe drivers, but a 4-year-old child cannot comprehend adult driving situations. Teaching safety attitudes is the primary objective of this program, with cars being used only to teach the importance of being a safe pedestrian.

## SAFETY TOWN

## OBJECTIVES

SAFETY TOWN offers excellent opportunities....

## FOR A COMMUNITY TO....

- ....work together for the welfare of all people in preventing accidents.
- ....encourage school personnel to include all areas of safety into the curriculum as a continuing sequential part of education.
- ....interweave safety concepts through art, music, creative writing and other related indoor and outdoor activities.
- ....be informed of the importance and value of early safety training.

## FOR CHILDREN TO....

- ....learn, apply, practice and experience safety procedures through individual involvement in supervised simulated and "real life" situations.
- ....participate in activities in an atmosphere of educational fun for developing their confidence, self-reliance and decision making abilities.
- ....develop a positive safety attitude and safety habits during the formative years.
- ....acquire a general safety awareness upon which parents and schools can build.
- ....develop the seed of responsibility for caring for themselves and others.
- ....become acquainted with uniformed personnel and learn basic respect for law and order.
- ....meet, learn and play with other children the same age.

## FOR TEENAGERS TO....

- ....assume volunteer responsibilities by participating as instructors in a meaningful and enriching experience.
- ....further their knowledge and awareness about children and safety.

## FOR PARENTS TO....

- ....attend daily classes with their children so they can properly continue safety education at home.
- ....better understand their children's physical and mental development as related to safety capabilities.
- ....practice safety procedures with their children by showing them the safest way to school, etc.
- ....keep abreast of safety laws and developments.



## SAFETY TOWN GOALS

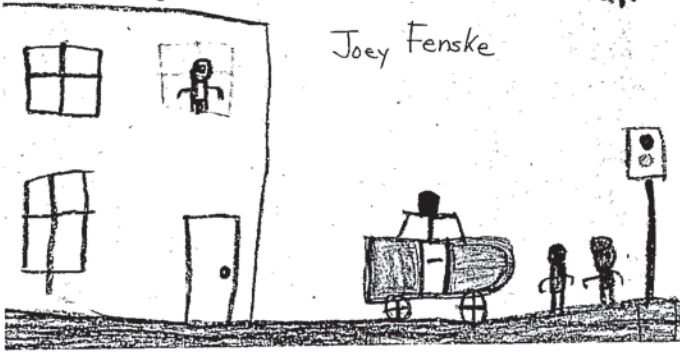
After this 20-hour course, each child should be familiar with the following:

1. separation from parents
2. name, address, and telephone number
3. following instructions
4. identifying house and surroundings
5. meeting new friends
6. small and large group participation
7. proper way to cross the street
8. importance of crosswalk
9. reason for stopping at the curb
10. crossing with traffic light and walk light
11. meaning of intersection, pedestrian and motorist
12. dangers of walking between parked cars
13. walking where there are no sidewalks
14. conditions when it rains or snows
15. walking on right of sidewalk, crosswalk, in halls
16. dangers of playing outside after dark
17. proper procedure when crossing railroad tracks
18. dangers of trains
19. colors, shapes and meanings of safety signs
20. dangers of chasing a ball into the street
21. safe places to play
22. proper way to use playground equipment
23. bus procedure
24. proper way to enter and exit car on curb side
25. proper way to behave in the car
26. importance of fastening his safety belt
27. dangers of household objects, medicine bottles, etc.
28. bicycle, tricycle and pedal car safety
29. who strangers are and what to do if approached
30. always being with a friend or group, not alone
31. what to do if lost
32. what to do in case of fire
33. dangers of matches, lighters and fire
34. emergency vehicles and what they do
35. uniformed personnel, policeman, fireman, bus driver, patrol guard
36. how uniformed personnel help people
37. being "helpers" to parents, uniformed personnel and friends
38. being courteous and obeying rules
39. importance of thinking safety

I remember learning how to cross the street and not to talk to strangers.

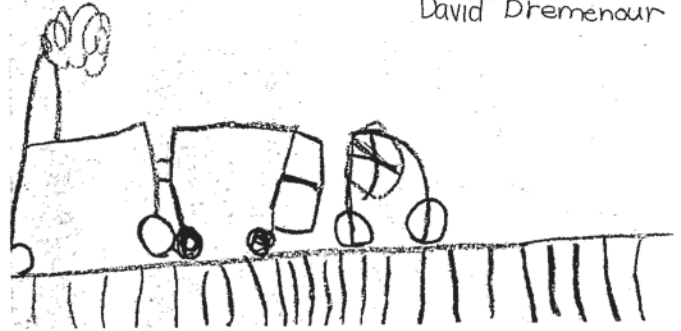


Joey Fenske

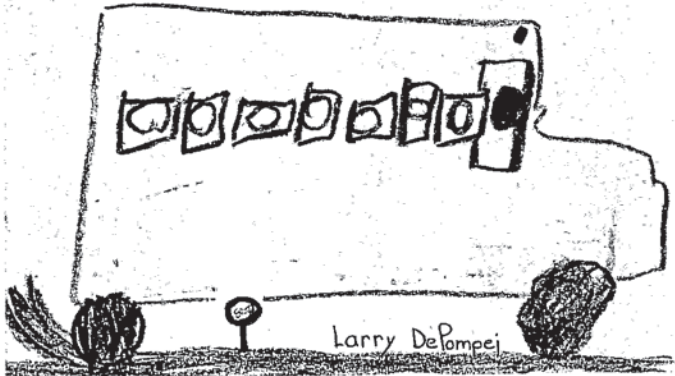


I remember not to cross when the train is coming.

David Bremenour



We rode on a school bus.



Larry DePompej



I remember seeing movies with the projector

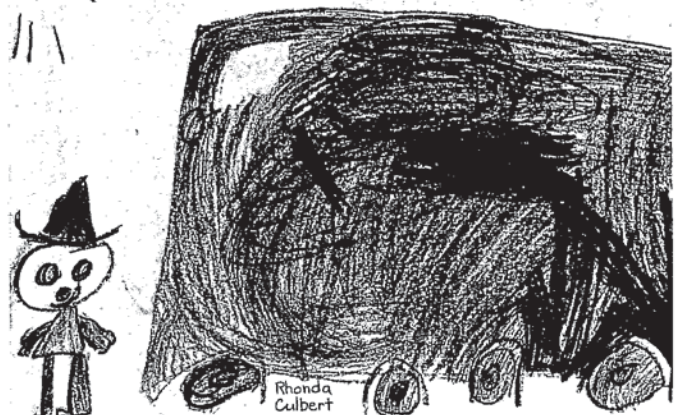
David Bremenour

Policemen help us cross the street.



Jeff D'cull

I tried on a fireman's hat.



Rhonda Culbert

The NATIONAL SAFETY TOWN CENTER wishes to express its sincere appreciation to the following SAFETY TOWN personnel who have worked with Dorothy Chlad in many areas of the program. Many of these people also participated in the SAFETY TOWN workshops in Cleveland, Ohio from 1971 through 1973.

Officer Ted George, Aurora  
Officer Edward Lewis, Bay Village  
Cy Lipaj, Bay Village  
Cynthia Hutchinson, Beachwood  
Joan Katz, Beachwood  
Judy Kahn, Beachwood  
Kay Schultz, Beachwood  
Officer Berline, Beachwood  
Officer Ronald Frederiks, Bedford  
Officer Mike Halko, Bedford Heights  
Sgt. Bill Prochaska, Bedford Heights  
Vivian Swaddling, Berea  
Greta Skodis, Berea  
Pam Wagner, Berea  
Sgt. Russ Loede, Brecksville  
Glenda Swartzniller, Brooklyn  
Marlene Heffelfinger, Brooklyn  
Ruth Leahy, Brooklyn  
Sgt. Frank Bonomolo, Brookpark  
Officer Jim Sheppard, Brookpark  
Ann Whaley, Chagrin Falls  
Officer Manford Whaley, Chagrin Falls  
Sgt. Frank Swanek, Chagrin Falls  
Dr. T. L. Wenger, Chesterland  
Howard Maher, Chesterland  
Officer Rolland Kritzburg, Cleveland  
Officer Frank Beck, Cleveland Heights  
Audrey Nash, Eastlake  
Officer Wayne Albright, Eastlake  
Officer James Oster, Elyria  
Officer Fred Standen, Fairview Park  
Ann Hall, Hudson  
Don Morrison, Independence  
Helena Enger, Independence  
Sheryl Gianantonio, Jefferson  
Susan Waugh, Kent  
Sue Harris, Lakewood  
Officer Tom Sheppard, Lakewood  
Sgt. Wm. Kretovics, Lorain  
Lt. Kel Riggleman, Mansfield

Rita Eitel, Maple Heights  
Officer I. Kasper, Maple Heights  
Officer N. Cox, Maple Heights  
Emil Perout, Mayfield Heights  
Officer John Jay, Mayfield  
Alberta Knaack, Middleburg Heights  
Robert Knaack, Middleburg Heights  
Jan Etling, Nordan Hills  
Dave Metro, North Canton  
Phyllis Himes, North Canton  
Officer Russ Bierman, North Olmstead  
Sgt. L. W. Smith, Norwalk  
Gerry Geist, Olmsted Falls  
Tom Gorman, Parma  
Officer Ralph Zeiger, Parma  
Captain Bob Adair, Parma  
Audry Sparks, Rittman  
Francis Lehman, Rocky River  
Sgt. Charles Clark, Shaker Heights  
Danielle Nemeth, Solon  
Officer Wayne Doberstyn, Solon  
Officer T. Helt, Solon  
Lt. Eugene Ockuzzni, Solon  
Joan Gaffney, South Euclid  
Officer James Gaffney, South Euclid  
Leta Weirick, South Euclid  
Sam Lazzaro, South Euclid  
Culley Coughlin, South Euclid  
Berry Babics, Strongsville  
Lois Johnson, Strongsville  
Dee Hobson, Strongsville  
Officer Ronald Slayton, Upper Arlington  
Phil White, Upper Arlington  
Joan Bitting, Wadsworth  
Ruth Given, Westlake  
(All above from Ohio)  
  
Jan Martinez, Dallas, Texas  
Opel Abel, Flagstaff, Arizona  
Rita Dufala, Ft. Lauderdale, Florida  
Mike and Joan Lynch, Monroeville, Pa.

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This guide is dedicated to everyone, in the past and in the future, who has and will be involved in this program.....especially to the devoted teenagers who voluntarily work with these precious young children with the hope of preventing accidents and saving lives.